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ABSTRACT

This guide is one of three products that make up a complete mentorship program. The purpose of the program is to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. This presenters' manual contains background information about the mentor experience, tips about training, and instructions on how to conduct a mentor training workshop. The section with the mentor training activities contains an agenda for the workshop and step-by-step instructions for conducting the activities. A general overview is given for each of the eight activities that make up the 2-hour training session. The overview includes a description of the activity, the outcome or objective, any related readings or references in the companion Mentor Ideabook or Career Journal, time required, materials required, and general training notes. For most of the activities, the pages following the overview give step-by-step procedures for leading the activity and specific tips that will help the activity to go smoothly. Preparation for each activity is also highlighted. Activities include: getting to know you, general introduction, facts and figures, mentors in my life, nitty-gritty issues, gathering mentor information, housekeeping details, and wrap-up. Appendixes provide some helpful information for trainers. (YLB)

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Helping Young Women at Work:
Workshop Leader's Guide for Mentor Training

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Overview of the Mentor Training Project

How Did It Come About?

The material in this publication was developed as part of a one-year project funded in 1985 by the Women's Educational Equity Act Program. The project, "Linking Career Role Models with Minority Young Women," was informally known as the Mentor Training Project. This overview provides a brief explanation of the project and descriptions of the four products developed in conjunction with it.

What Are the Goals?

The primary goal of the Mentor Training Project was to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. To achieve that goal, 25 minority career women in the Portland area were recruited and trained to be effective mentors. These women represented managerial and professional occuations, occupations involving technology, and nontraditional occupations for women. After undergoing training, these women served as mentors for the minority high school girls who participated in the project. A mentorship involved visits by the student to the mentor's place of work and structured activities for students to complete and reflect upon in a career journal.

A second goal of the project was to strengthen the capacity of local communities to use mentors as vehicles for fostering equity in career development programs for youth. To achieve this goal, a task force made up of key representatives of the schools, the community, and private industry met regularly with project staff to help identify factors which influence the development and maintenance of collabortative relationships and programs.

What Are the Products?

This book, the Workshop Leader's Guide for Mentor Training, is one of four products that make up a complete mentorship program. Following is a brief summary of the products:

Helping Young Women at Work: An Ideabook for Mentors. The basis for the mentor training workshop and a handy reference during mentorships. It contains descriptions of activities that mentors and students can

complete during their time together. It also includes general information about mentoring and specific information about minority females and career development.

Career Journal. A workbook for students to use during the mentorship. The Journal contains information, activities, and questions for students to consider; it complements the activities described in the Ideabook.

Workshop Leader's Guide for Mentor Training. A manual for presenters. The Leader's Guide contains background information about the mentor experience, tips about training, and step-by-step instructions on how to conduct a mentor training workshop.

Guidelines for School-Business-Community Collaboration. A Mentor Training brochure highlighting the benefits of collaboration and telling how to begin a mentorship program for minority young women.

Introduction for Workshop Leaders

Why Train Mentors?

Adult role models can greatly help a young person get and keep that first big job, and can also be a factor in fostering the long-term motivation so necessary for career advancement. Having a mentor is especially helpful for youth facing unusual barriers to employment or advancement, such as those faced by ethnic and minority young women. In addition, the use of role models and mentors is an important avenue for motivating minority young women to find out about and to enter emerging technological occupations, careers in the sciences, and professional careers such as management, medicine or law.

The purpose of mentor training is to prepare working adults to be more effective mentors for minority young women. This does not mean to imply that they may not already be effective as mentors. It's just that, while many schools have some kind of work-experience program that involves students visiting the workplace, no two programs are the same. Thus the result for a mentor can be an accumulation of slight differences in terms, conditions, or type of student. Since working women of distinct ethnic or racial heritage are in demand as role models and mentors, they are likely to be asked to serve often, and continually changing circumstances may prove frustrating for them. Mentors truly <u>are</u> a million-dollar resource, and it makes good business sense to take care of that investment by preparing them to have a positive experience and to make it a positive experience for the student as well.

Mentor training will give adults the skills to make the most out of <u>any</u> encounter with a student during a work experience. This includes the nitty-gritty details of getting started and setting ground rules, deciding what to talk about, what to do (and not to do) with a student, and how to plant the seeds of long-term career motivation. As a result of training, mentors will look forward to working with students because they will know better how to help someone else develop an interest in their occupation or career area and possibly pursue the same kind of career that has been satisfying to them.

Who Can Be a Workshop Leader?

Workshop leaders can come from a wide variety of sources, including community service agencies, professional sororities or clubs, and the private sector. A workshop leader can be someone in a business or industry who trains mentors from that company only, or someone from the community who conducts workshops for mentors from several places of work.

One of the most essential qualities of a workshop leader is the commitment to equity for minorities and women in the workplace, especially in the occupations where they continue to be underrepresented. Such commitment includes a belief that work experiences and role modeling can lead to the kind of career planning that will allow all young people to pursue work that is challenging and personally satisfying, not limited by stereotyped ideas of what work is appropriate for what kinds of people.

Potential workshop leaders should have the support of their agency or business to become a mentor trainer. In addition they should be willing to explore their own attitudes and biases, and to learn about training techniques for leading and processing group activities. After workshop leaders have completed a training of trainers session they will be qualified to use the training materials and conduct mentor training.

What Are the Responsibilities of a Workshop Leader?

Your primary job is to conduct the two-hour mentor training workshop. This may also mean taking care of administrative details such as location, room set-up, media and equipment, and possibly even refreshments for the participants.

You may also be the person who schedules the workshop. If this is the case, be sure to consider several alternatives (e.g., early morning, extended lunch, late afternoon, after work, evening meeting, etc.) before deciding on a time and place that meets the needs of most of the mentors to be trained.

You will probably have some responsibility for follow-up with mentors during the mentorship time (e.g., brown bag lunch, rap session, etc.). If you do not have that responsibility, make sure you know who does, so you can tell the mentors at the training session.

Depending on the nature of the project or program, you may also be the person who recruits mentors. And in some cases, (e.g., if you are the coordinator of an entire project) you will be responsible for placement and follow-up, and possibly even selection of student proteges.

In all cases you should communicate regularly with the project coordinator, if there is such a person, or with other key people involved in the mentor process so you will know what your responsibilities are and if they do or do not extend beyond the actual conducting of training.

Special Training Notes

Your Preparation. You should be thoroughly familiar with the Leader's Guide, the Mentor Ideabook, and the Career Journal for students before you conduct a training session. In addition, for each training activity you should have highlighted the important points in the corresponding reading reference in the Ideabook and have note cards for yourself about

the main points you want to make. Finally, read the Training Tips section of each activity for special preparation hints that will help the activity go smoothly.

Remember. You are not training people how to do anything that they cannot already do! You must assume that they have the intrinsic qualities to be a successful mentor or career role model. You are helping them to sharpen and refine what they already have. Think of yourself as a helper, not as an expert.

Additional Tidbits. See the appendixes at the end of the guide for more information on behaviors that help or hinder learning, general do's and don't's of training, and managing conflict situations.

Applications. The Mentor Ideabook includes a section on applying workshop activities to mentor-protege visits. It is important for you to be familiar with these applications in order to explain how a workshop activity can be transformed into an activity that mentors can do with their students. Specific applications should be discussed at the end of each training activity.

Mentor Training Activities

This section contains an agenda for the mentor workshop and step-by-step instructions for conducting the activities. A general overview is given for each of the eight activities that make up the two-hour training session. The overview includes

- a description of the activity
- the outcome or objective of the activity
- any related readings or references in the Mentor Ideabook or Career Journal*
- the time required to conduct the activity
- materials required for the activity
- general training notes about the activity

For most of the activities, the pages following the overview give step-by-step procedures for leading the activity and specific tips that will help the activity go smoothly. Preparation for each activity is also highlighted. For three activities, "General Introduction," "Gathering Mentor Information,"and "Wrap-Up," the procedures and tips are incorporated into the general overview.

*The overview page gives the appropriate page numbers for related readings in the Mentor Ideabook. The related readings also are included in the Leader's Guide at the end of each activity.

Training Agenda

TIME REQUIRED	ACTIVITY
15-20 minutes	Getting To Know You
5 minutes	General Introduction
10-15 minutes	Facts & Figures
15-20 minutes	Mentors in my Life
15 minutes	Nitty-Gritty Issues
10 minutes	Gathering Mentor Information
15-20 minutes	Housekeeping Details
10 minutes	Wrap-Up
Total: 2 hours	

The workshop should not last more than two hours, especially if it is being held during the work day. Times given on the agenda are approximate and allow for some flexibility in case an activity runs over. Try to stay within the general time frames given because each activity is an important component of the total workshop, and training would be incomplete if something were left out.

You may notice there is no formal break time on the agenda. This is because the activities and group discussions allow flexibility for participants to get refreshments, etc. as needed.

Getting To Know You

Description of Activity

This is an opening activity, done first with partners and then in a large group, that lets participants share things about themselves and also learn things about others. By reflecting on this activity, participants gain hints for establishing positive working relationships with student proteges.

Outcome

Mentors will have a mental list of questions and guidelines for putting students at ease during initial visits, and for defining the expectations about future visits and learning experiences in the workplace.

Reading

"Productive Conversations," Ideabook, pp. 21-22

Time

Allow 15-20 minutes

Materials

Newsprint, several markers, masking tape

General Notes

This activity can easily run overtime because people get involved in talking to each other. See "training tips" forthis activity to see how to stay "in charge" and keep it moving along.

It is important to connect this activity to the mentor-protege applications and not have it be just an introductory activity.

Getting to Know You

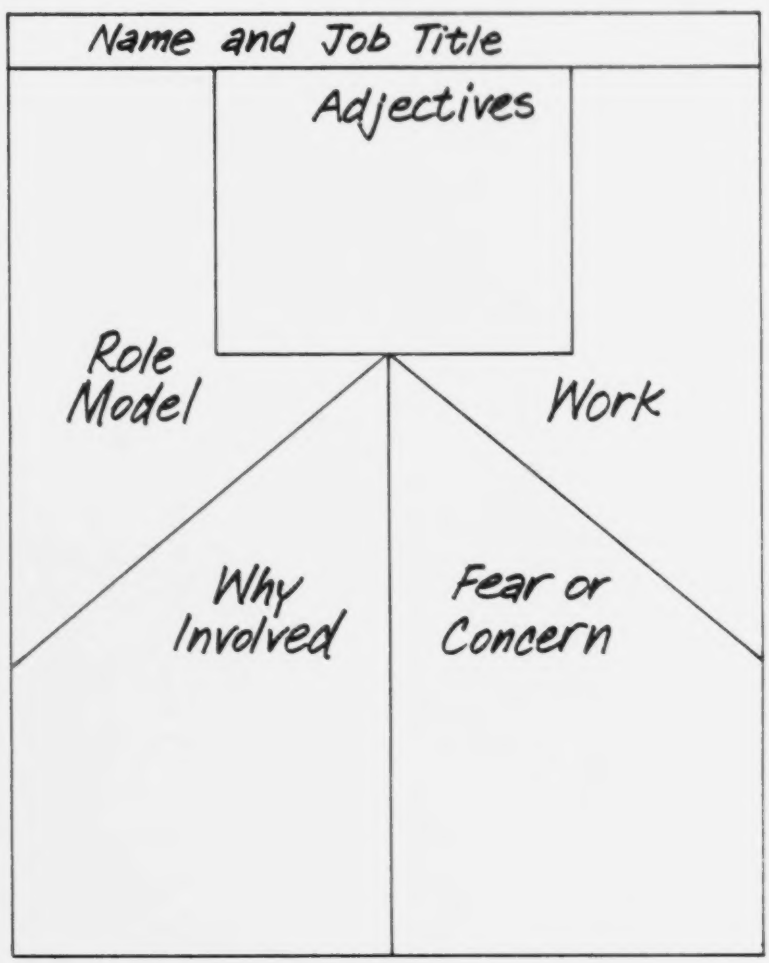
Preparation

- Draw a sample "rap sheet" on a large piece of newsprint, labeling the information that goes in each section (see page 12).
- Read "Productive Conversations" at the end of this section and highlight the important points.

Procedures	Training Tips
1. Have participants find a partner, preferably someone they do not know (or don't know well). As they move to find partners, have each person pick up a piece of newsprint and a magic marker.	
2. Have all participants complete sections a and b of the "rap sheet" at the same time. Have participants put: a. Full name and job title (or responsibility) across the top of newsprint b. First name or name by which you prefer to be called, and two or three adjectives that describe you (in a semicircle below part a).	Draw their attention to your sample rap sheet as you explain activity to participants.
3. For sections c, d, e and f, have partners interview each other and fill in each other's rap sheet for those sections. c. Hero or role model in your life d. Why you're involved or interested in mentoring e. One fear or concern you have about being a mentor f. Work: a past challenge or accomplishment; a goal or ambition for five years hence	Limit interviewing to no more than five minutes (approximately two minutes per partner). Keep participants aware of elapsed time by telling them when the second partner should be talking.

Procedures	Training Tips
4. When interviewing is finished, have participants tape their rap sheets to the wall next to their partner's. Each will have a chance to introduce their partner and share what they think is the most interesting piece of information learned about their partner.	Make a firm effort to end the interviewing and move to introductions. (It will be hard because most people will want to continue talking to each other.) Emphasize sharing only one thing about your partner, so introductions don't get too lengthy. Introductions should not run more than one minute each.
5. Discuss what makes it easier (or harder) to begin talking when you don't know someone very well.	Refer participants to Ideabook reading and summarize or mention points that were not brought up by the group.

SAMPLE 'RAP SHEET'



Productive Conversations

Sometimes the first few conversations in a mentorship are awkward. This is often the case when a student admires and feels shy with the mentor, and the mentor is trying to put the student at ease. Besides "breaking the ice," the mentor needs to discuss basic expectations and grounds rules so that both parties will know what will happen and who's to do what. Remember: contact with your student is usually short. The sooner you establish rapport and make expectations known, the more pleasant and productive sessions will be.

Developing a good working relationship is somewhat like learning to drive a stick-shift car: progress is jerky until you gain experience. These guidelines should help get your relationship with your student off to a smooth start.

Exploring Personal Interests and Background

1. Classes
   - the ones she likes best or least and the reasons
   - the ones she does well or poorly in

2. Activities out of school or after school
   - recreational
   - community service, clubs
   - jobs (volunteer or paid)

3. Favorites
   - ways to spend time
   - music
   - books, movies
   - food

4. Typical day
   - getting up, before school
   - classes, activities, people to spend time with
   - evenings
   - family and friends

5. Getting Around
   - car (her own, parents', friend's)
   - bus, by foot

Setting Expectations

1. Decide on the number and length of mentor/student contacts. Plan the dates and times in advance, at least for the first one to two weeks.

2. Agree on what is appropriate dress.

3. Agree on a procedure for notifying each other if you will be late or absent.

4. Set up definite times to talk over problems. If you find problem-solving sessions are not necessary, you can always relax the expectation.

5. Let your student know that you will be talking about the items that are in her Career Journal. You may wish to use some of the time set aside in item 4 above.

Setting Ground Rules

1. Set up a check-in procedure for your student to use upon arrival.

2. Provide a "home base" or workstation for your student if possible.

3. Allow for breaks during visits if they are longer than two hours.

4. Make it clear how you feel about food, drinks, radios, and noise in your work area.

5. Tell your student where she can and can't go within the organization (and why), if appropriate.

6. Make your student aware of both the formal and informal systems, e.g., those for requesting appointments or attending meetings.

General Introduction

Description of Activity

This activity follows the introductory activity. After participants have learned about each other, they now find out about the background of and reason for this workshop.

Outcome

Participants will have a briet history of how the mentortraining session came to be developed, and why training is an important factor in short term mentorships with student proteges.

Reading

"Preface" and "Introduction," Ideabook, pp. v-3

Time

Allow five minutes

Materials

No specific materials are required

General Notes

Don't try to say everything about mentoring and training in the short time you have here. Hit the major points and be briet. There will be times later in the workshop for questions and for you to give more information.

It participants have questions at this point, write them all on newsprint or a section of chalkboard and keep them posted for all to see. You can refer to them at later times to note which questions are getting answered by the activities and discussion. Remaining questions can be handled during the question and answer time at the end of the workshop.

Points to make during the introduction include:

a. This training developed from a one-year Women's Educational Equity Act Program grant.

b. The focus is on collaboration between work site and school site to effectively prepare more women for tomorrow's jobs.

c. Minorities and young women can benefit from special career development attention, since they are currently underrepresented in tomorrow's jobs and unique barriers must be overcome if that trend is to be reversed.

d. This training is not about "making you into a mentor." People who mentor others already seem to have the intrinsic qualities and values that contribute to a successful mentorship. This training will help you be more effective in the relatively short-term work experiences that students encounter as part ot their classes or programs of study. It will give you skills to work with young women that will result in your being remembered, perhaps many years down the road, as someone who was partially responsible for ongoing career ambitions.

Preface

The material in this publication was developed as part of a one-year project funded in 1985 by the Women's Educational Equity Act Program. The Project, "Linking Career Role Models with Minority Young Women," was informally known as the Mentor Training Project. This preface includes a brief explanation of the project and descriptions of the four products developed in conjunction with it.

The primary goal of the Mentor Training Project was to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. To achieve that goal, 25 minority career women in the Portland area were recruited and trained to be effective mentors. These women represented managerial and professional occupations, occupations involving technology, and nontraditional occupations for women. After undergoing training, these women served as mentors for the minority high school girls who participated in the project. A mentorship involved visits by the student to the mentor's place of work and structured activities for students to complete and reflect upon in a student career journal.

A second goal of the project was to strengthen the capacity of local communities to use mentors as vehicles for ensuring equity in career development programs for youth. To achieve this goal, a task force made up of key representatives of the schools, the community and private industry met regularly with project staff to help identify factors which influence the development and maintenance of collaborative relationships and programs.

This book, Helping Young Women at Work: An Ideabook for Mentors, was used by the mentors during their two-hour training session. It was the basis for the workshop activities, and includes general information about being a mentor as well as specific information about minority females and career development. It also contains descriptions of activities that mentors and students can complete during their time together. The Ideabook is one of four products. The other products are

Career Journal: a workbook for students to use during the mentorship. The Journal contains information, activities, and questions for students to consider; it complements the activities described in the Ideabook.

Workshop Leader's Guide for Mentor Training: a manual for presenters. The Leader's Guide contains background information about the mentor experience, tips about training, and step-by-step instructions on how to conduct a mentor training workshop.

Guidelines for School-Business-Community Collaboration: a Mentor Training brochure highlighting the benefits of collaboration and telling how to begin a mentorship program for minority young women.

Introduction

Adult role models can greatly help a young person get and keep that first big job, and can also be a factor in fostering the long-term motivation so necessary for career advancement. Having a mentor is especially helpful for youth facing unusual barriers to employment or advancement, such as those faced by young ethnic and minority women. In addition, the use of role models and mentors is an important avenue for motivating minority young women to find out about and to enter emerging technological occupations, careers in the sciences, and professional careers such as management, medicine, or law.

The purpose of the Ideabook is to prepare you to be an effective mentor for minority young women. This does not mean to imply that you may not already be effective. It's just that, while many schools have some kind of work-experience program that involves students visiting the workplace, no two programs are the same. Thus the result for a mentor can be an accumulation of slight differences in terms, conditions, or type of student that may be frustrating to contend with. Since working women of distinct ethnic or racial heritage are in demand as role models and mentors, they are likely to be asked to serve often. So you truly are a million-dollar resource, and it makes good business sense to take care of that investment!

This Ideabook and the training session accompanying it will give you the skills to make the most out of any encounter a student has with you during a work experience program. It will take you through the nitty-gritty details of getting started and setting ground rules. Further, it will help you decide what to talk about, what to do (and not do) with a student, and how to plant the seeds of long-term career motivation. As a result, you will look forward to working with students because you will know how to help someone else develop an interest in your occupation or career area and possibly pursue the same kind of career that has been satisfying to you.

What should you bring with you to any mentorship? Most of all, we assume you will bring your personal and professional vitality as a worker in a technological, scientific, professional, or nontraditional occupation. In addition, you should be

- supported by your business organization or agency to act as a mentor for young women
- willing to work with a young woman for at least six to eight weeks in a one-on-one situation
- able to participate in training that can increase your effectiveness as a mentor

- willing to become part of a community resource bank for similar future activities

By participating in the training session you will learn how to use this Ideabook, and you will gain

- activities and learning techniques that can make work experiences more meaningful for your student
- an opportunity for you to reflect on the contributions that you can make as a mentor or role model for young women
- an understanding of the demography of minority women relative to economics, families, education and career choices
- tips on sharing "reality" with youth; helping them understand their unique circumstances and choices
- ways to learn how business, industry, community agencies and schools can better work together to prepare minority young women for productive, challenging and satisfying work

Facts and Figures

Description of Activity

This activity presents statistical information about the status of women as related to economics, careers, and family structures. Among minorities and women there is often a feeling that nothing can be done to change status as reported in surveys and statistical reports. This activity is an interesting and personalized way to increase awareness of current conditions for women, and to discuss what steps can be taken to prevent women and minorities from becoming victims of negative trends.

Outcome

Mentors will have an increased awareness of economic, family and career issues facing minorities and women, and thus will be in a better position to offer advice and information to student proteges.

Reading

"Fact and Figures," Ideabook, pp. 3-6

Time

Allow 20 minutes

Materials

Index cards with "Facts and Figures" questions written on them (one question per card)
Blank index cards (one per person) for recording answers
Chalkboard or flipchart for making notes, chalk or magic marker, masking tape

General Notes

The first portion of this activity involves participants moving around the room to give and gather answers. The second portion involves a brief mathematical computation (figuring out an average). The last part of the activity is a large group discussion, comparing individual "guestimates" and averages to the actual statistics, and exploring implications and trends.

Interesting sidelight: this is actually a math activity in disguise! Guessing, averaging and sometimes even averaging the averages helps people feel better about risking an answer and helps reduce math anxiety.

If the group is large, several people may have the same question on their backs.

If time is short, pick the key items that relate to the summary points you want to make.

If you're not careful, this activity can easily continue for a long time (45 minutes or more), since discussion gets interesting (and sometimes even heated) if people want to disagree with the data! Read the training tips to help you field questions and keep the discussion on track.

Facts and Figures

Preparation

- Print "Facts and Figures" questions on index cards (one question per card; large enough to read).
- Look over all the questions and mark the ten most important ones that you want to make sure get discussed. Put the index cards with those items at the top of the pile.
- Make notes about any additional information you have that will supplement or enhance the answers to items.
- Think about the questions you can ask to direct the discussion. For example:

  "Why do you think that figure is so low (or so high)?"

  "What do you think that figure was five years ago (or will be five years from now)?"

  "What is your personal experience of that condition or that issue?" (e.g., poverty, single parent)

- Tear off several pieces of masking tape and have them ready for attaching cards to people's backs.

Procedures	Training Tips
1. Have people file past the front of the room. As they do, tape an index card to each person's back, and have them pick up a blank answer card.	Give out your "most important" questions <u>first</u>; people are not supposed to know what question is on their back and should not sit down after they have a card since they'll just have to get up again.
2. Explain the directions for this activity. Tell participants to:	
a. Walk around the room and have five different people answer the question on your back. (All questions have a numerical answer.)	
b. Write the five answers on your answer card. When you have obtained five answers, you may take the card off your back and see what your question was.	If the group is small, have each person get three answers instead of five.

Procedures	Training Tips
c. Return to your seat and find the average answer to your question and the range of your answers.	Participants may need a reminder about the math: Average = add all answers and divide by 5 (or 3). Range = highest and lowest answer that you get.
3. Group discussion: Read off one of the "most important" items. Have the participant who had that question give the range and average. Then give the correct answer and any explanation or comments. Continue through the "most important" items; go on to others if there is time.	Discuss mentor-protege applications for this activity.

Facts and Figures About Women and Work

The plight of women in the work force is quite different from that of men. Women workers must face barriers such as breaking stereotypes in order to achieve personal satisfaction and challenge. In addition, women are often in the position of having to support a family while working at jobs that barely pay well enough to meet their own needs.

It's no secret that more and more minority women are falling into the single head of household and poverty categories. It's also no secret that professional careers, nontraditional occupations and technology-oriented jobs pay well and offer benefits and rewards that go beyond salary considerations. The following items can be used to discuss the importance of having mentors and role models as sources of encouragement and motivation for young women entering the world of work.

See whether you can provide the correct answers to the questions below before checking the answer sheet that follows.

_____ 1. Women make up approximately what percentage of the voting age population?

_____ 2. Currently, what percentage of American families fall into the category of a "nuclear family" (breadwinner husband, homemaker wife, two children)?

_____ 3. Approximately what percentage of children under age 18 live in a single-parent home?

_____ 4. What percentage of single-parent households are headed by women?

_____ 5. In 1970, 29 percent of all preschoolers had mothers who worked for pay. What was the figure in 1981?

_____ 6. What percentage of working mothers maintain their own families?

_____ 7. What was the median annual income of women maintaining families with children under age 18 in 1980?

_____ 8. The 1980 median annual income for Black families was $23,000 when both parents were working. What was the median annual income when the mother was not in the labor force?

_____ 9. What percentage of Hispanics are currently living at or below poverty level?

_____ 10. What percentage of Blacks are currently living at or below poverty level?

_____ 11. In 1981 almost 13.5 million men were officially classified as poor. In that same year how many women were officially living in poverty?

_____ 12. In 1980 what was the median annual income for women over 65?

_____ 13. What was the monetary value of women's volunteer work in 1980?

_____ 14. In 1982, seven of the twenty highest-paying occupations for men were in engineering fields. How many of the twenty top-paying occupations for women were in the engineering fields?

_____ 15. In 1982 how many of the twenty highest-paying occupations for women were "public service" jobs (e.g., teaching, nursing)?

_____ 16. In 1960, 5 percent of all managers were women; what was the percentage in 1980?

_____ 17. In 1960, 1 percent of skilled craft jobs were held by women. What was the percentage in 1980?

_____ 18. From 1959 to 1975 the average working woman earned fifty-nine cents for every dollar earned by her working male counterpart. Was this wage gap <u>greater</u> or <u>less</u> for male and female corporate executives?

_____ 19. In a study of college graduates who earned M.S. and Ph.D. degrees from Harvard, what was the average wage gap between males and females after nine years of work?

_____ 20. In 1982 high-technology jobs accounted for about 3.2 percent of the total work force. What percentage of total employment will high tech account for in 1995?

_____ 21. It is currently estimated that 25 percent of all employed persons work directly with computers. By 1990, what percentage of employed workers will use computers in their jobs?

_____ 22. Women are 20 percent of all elementary school principals. What percentage are they of high school principals?

_____ 23. What percentage of women report that they have experienced sexual harassment on the job?

24. What percentage of these jobs are held by women?

Receptionist _____	Plumber _____
Filing clerk _____	Drafter _____
Data processor _____	Nurse _____
Systems analyst _____	Pipe fitter _____
Surveyor _____	Secretary _____

_____ 25. What percentage of medical degrees were earned by minorities in 1982?

_____ 26. How many women are among the 1,428 living members of the National Academy of Sciences?

_____ 27. Of all high school students taking the Scholastic Aptitude Test, 52 percent were female. What percentage of Black students taking the SATs were female?

_____ 28. In 1981 school enrollment among Hispanics was 83 percent for 16 and 17 year olds. What was it for 18- and 19-year-olds?

_____ 29. In 1982, 32 percent of all white students had taken three math courses in high school. What was the percentage for Black students?

_____ 30. How many of the nation's 25 largest city school systems enroll more than 50 percent minority students?

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Answers to Facts and Figures About Women and Work

1. 52.4 percent
2. 7-8 percent
3. 20 percent (1 out of 5 kids)
4. 90 percent
5. 45 percent
6. About 20 percent
7. $8,300
8. $14,900
9. 12 percent
10. 29 percent
11. 18,462,000
12. $4,226
13. 18 billion dollars
14. One
15. At least 13
16. 6 percent
17. 2 percent
18. Greater (37¢ per dollar)
19. Approximately $12,000
20. 6 percent
21. 50 percent
22. 4 percent
23. 90 percent
24. Receptionist--99 percent
    Nurse--97 percent
    Secretary--97 percent
    Filing clerk--86 percent
    Data processor--75 percent
    Systems analyst--20 percent
    Drafter--18 percent
    Plumber--0 percent
    Pipefitter--0 percent
    Surveyor--0 percent
25. 10.7 percent
26. 53 (or 3.7 percent)
27. 60 percent
28. 38 percent
29. 13 percent
30. 23 (in 1980)

Mentors in My Life

Description of Activity	This is a group activity in which participants talk about the different ways that role models or mentors were important in their lives.
Outcome	Participants will gain increased awareness of the general characteristics of a good mentor, and increased understanding of the different roles that a mentor can play. Participants will also practice skills of listening, paraphrasing and problem solving which they can use during mentor-protege discussions.
Reading	"Characteristics of Mentors," Ideabook pp. 7-10
Time	Allow 15-20 minutes
Materials	Newsprint, several markers, masking tape
General Notes	This activity offers a good opportunity for networking and learning about others as well as learning about mentors and mentoring.

Mentors in My Life

Preparation

- Highlight the most important points from the "Characteristics of Mentors" at the end of this section.
- Outline the key discussion questions on a piece of newsprint to display while groups are working.

Procedures	Training Tips
1. Have participants get into groups of three or four (maximum of four).	It's a good idea to recombine the groups if you've just done a small-group activity before this one.
2. The task of each group is to discuss the different ways that role models and mentors were important in their lives. Specifically: • WHO WERE THEY? Significant other people in general: heroes, family role models, peers, adults. Career mentors: formal or informal, designated or "secret" (i.e., person may not have known you considered them as a mentor). • WHAT WERE THEY LIKE? Identify some of the characteristics or qualities they exhibited that made you respond to them. • WHY WERE THEY IMPORTANT? What roles did they play in your life (e.g., friend, advisor, teacher, ideal to aspire to)?	Allow 7-10 minutes for discussion. Have each group pick a recorder and summarize their notes on flipchart paper according to: WHO (can be names or job titles) WHAT (qualities/characteristics) WHY (role, importance) Rotate from group to group and redirect them if discussion is off on a tangent, or remind them of how much discussion time is left. Combining a time reminder with the question "How far along are you?" is a good indirect way to get people back on task.

Procedures	Training Tips
3. When discussion is complete, have groups post their newsprint and summarize their discussion. Allow for general comments and discussion as participants react to other groups' notes.	Even if time is short, try to squeeze in a one-minute summary by each group. If time is really running out you might just have a general large-group discussion as people look around at the posted notes and make comments or ask questions. Your summary points can come before or after the large group discussion.

Characteristics of Mentors

What is a Mentor?

In Homer's epic, the Odyssey, Mentor was the name of the man to whom Odysseus entrusted his son Telemachus when Odysseus set off on his travels and adventures. From this, the word came to mean "trusted friend and counselor," and has recently been adopted in the business world to refer to a career guide or an executive nurturer.

There are several synonyms for the term, including sponsor, role model, teacher, coach, counselor, and even benefactor. The term "sponsor" generally connotes more power than a mentor; that is, someone who can act on behalf of another to get choicest assignments, responsibilities, etc. The term "role model" seems to imply a more casual or even a one-sided arrangement; in some instances a role model might be completely unaware that she or he is being perceived as a career model by someone else. In this context, however, a mentor is someone who consciously serves as a career role model for a student.

The various synonyms also can convey different qualities of a mentor. For example, a role model would likely be a source of inspiration about a particular career; a sponsor would likely be someone with a vested interest in a protege's advancement; a peer or colleague is likely to be the source of an informal or coaching relationship.

In its broadest sense, mentorship can be thought of as providing a variety of information, guidance and helping activities. In the context of the Ideabook, the terms "mentor" and "career role model" are used interchangeably, with a strong emphasis on highlighting some of the teaching and learning functions of the mentor/student work-experience.

Why a Mentor is Important

To teach about a job. A mentor shows not just cognitive understanding, but a firsthand, concrete experience of the skills, tools, tasks, timelines and pressures involved. The realities of a job often differ from the ideal perception of the job. For example, in the words of one mentor, "students lose the 'Marcus Welby' concept of a doctor and begin to think in terms of bookkeeping and the logistics of running an office, or 4 a.m. emergency room duty." Imbedded throughout all the specific pieces of work are the underlying values and motivations which drive a profession or trade.

To serve as a vehicle for self-discovery and for developing personal skills and habits. Having a mentor can increase the self-esteem and confidence of students and help them to expand their horizons.

To give support, encouragement and advocacy. Minority women face the added stresses of challenging ethnic or racial as well as gender traditions. In addition, they may run into strong family or peer-group resistance to their career plans and goals. Support and encouragement are crucial in overcoming these pressures.

To provide access and advancement in underrepresented career areas. Mentors are most important at early career stages when much depends on the student having the motivation to persist and persevere while preparing for and starting in a career. Mentors should give advice on courses of study as well as information about equipment and tools.

Having a mentor can increase the chances of students' getting a full-time job if they apply for one. This counters the tendency to be satisfied with part-time work or to get channeled into work that is not related to career interests.

Finally, a mentor can combat the isolation and fragmentation experienced by women in underrepresented occupations by strengthening the bonds of friendship and networking.

To foster economic and financial independence. It has been found that having a mentor is especially important for single mothers, 44 percent of whom live at or below poverty level. Since minority women are becoming a larger and larger percentage of those single mothers, mentors can offer significant encouragement for minority women to aspire to and achieve higher-paying jobs and professional growth.

To help overcome obstacles. Subtle but persistent barriers deter women in general and minority women in particular from scientific and technical fields, from the trades and nontraditional occupations, and from professional careers. This condition is illustrated by the following quote:

> It is rare for women to be actively excluded from vocational and technical programs or from the jobs themselves. Instead the status quo in recruitment, training, hiring and job retention operates unintentionally to discourage women from considering these nontraditional careers.
>
> Jo Shuchat Sanders[1]

Perhaps successful mentorships can ultimately help to soften and reshape the organizational rigidity that has evolved from long-standing traditions, patterns, and perceptions.

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[1] J. Shuchat Sanders. "How to Double Our Skilled Workforce." Vocational Eduation. Vol. 57, No. 7 (October 1982).

The Qualities a Mentor Needs

In no particular order, the following qualities have all been cited as important for a mentor to possess:

1. willingness to invest time and energy in the professional development of a student

2. conviction or belief in the potential of young women to contribute to the work force

3. some measure of experience, skill, advancement, recognition or achievement in one's own occupation or career

4. awareness of and confidence in one's style of interaction and work

5. high standards and expectations of self and work colleagues

6. enthusiasm and a sense of humor

7. clear and effective communication skills including the ability to express a point, defend a position, and confront "hard" issues without getting overly aggressive or judgmental

It you are interested in being a mentor, you probably possess some, if not all, of these attributes. Participating in mentor training will help you to sharpen your skills so you can be even more effective with a student.

Nitty-Gritty Issues

Description of Activity

This activity uses a case study approach to present some of the "human" problems or situations that a mentor may encounter at some time during the mentorship. There are no right or wrong answers, only interesting and provocative situations that stimulate discussion about how to handle them.

Outcome

Mentors will gain increased awareness of personal issues and situations that may arise during the mentorship, and will have a list of guidelines for dealing with those kinds of situations.

Reading

"Nitty-Gritty Issues" and "Body Language," Ideabook, pp. 23-30

Time

Allow 15 minutes

Materials

Index cards with specific situations written on them (one "nitty-gritty issue" per card)

General Notes

Be aware that this activity raises some issues that are connected with different racial or ethnic stereotypes, e.g. language or dialect, meekness or overpoliteness, dress). However, the activity is not usually seen as threatening because (a) situations are hypothetical and sometimes slightly exaggerated, and (b) mentors only have to talk about how to handle the situations; they don't have to become personally invested (as they would if they had to role play or share true-life experiences).

The large-group interaction from this activity is very valuable as people compare situations and techniques for dealing with them. Allow at least five minutes for large-group discussion.

Nitty-Gritty Issues

Preparation

- Make a copy of the "Nitty Gritty Issues" at the end of this section, cut them up and tape the single items onto index cards. (It is a good idea to leave the items numbered, in case you have to skip around during discussion later.)
- Highlight important points from the "Nitty-Gritty Issues" and "Body Language" segments at the end of this section.

Procedures	Training Tips
1. Introduce this activity by pointing out: a. People's nonverbal behaviors and attitudes convey powerful messages, usually more powerful than any words which are said at the time. b. It is always a "judgment call" about confronting personal issues and is dependent on many factors, including the nature of the issue and the personalities of the people involved. c. It is important to consider how cultural norms fit into the workplace setting.	Don't talk too long.
2. Have people break into groups of three or four. Go around to the groups, holding the index cards face down and fanned like a card hand, and have each person pick a card.	You may have a different way of handing out cards.
3. The group task is to discuss each situation in terms of how they would talk to a student protege who demonstrated that behavior or attitude.	Allow 8-10 minutes for group discussion. Give time reminders if discussion is getting lengthy. Allow about 2-3 minutes per issue, depending on group size.

Procedures	Training Tips
4. Discuss situations with the entire group. Some questions you might ask to direct the discussion are: a. What was the "hardest" issue in your group? b. Did you have an ethnic or cultural issue and no one of that ethnicity in your group? For example, the situation was about an Asian student, but no one in the group was Asian. Did that make any difference in handling the situation?	Make sure that body language gets discussed. If it isn't brought up during the discussion, call attention to it separately. You may want to ask participants for guidelines and tips <u>before</u> you summarize.

Nitty-Gritty Issues

During the time that your student spends with you, some situations might arise that could be either "left alone" or "dealt with." While it may feel more comfortable to leave well enough alone, it may be more beneficial in the long run to grapple with hard or sensitive issues. There are never any right answers, but here are some hypothetical incidents that you might encounter with your student. What would you do in each case?

1. Your student appears for your first meeting with tricolor, day-glow hair, thigh-high skirt, and a sequin in her nose. She speaks well and is courteous as she introduces herself to you. What is your first impression? What do you say to her?

2. Your student is racist. In your discussions with her you find deep-seated mistrust of and anger toward white people. You can tell that she expects you to concur with her feelings. How do you deal with this? What do you say?

3. You have met with your student on three occasions and each time you've seen her, she has looked disheveled. Her blouse is half tucked in, her hair is uncombed, her shoes are scuffed, etc. Does this concern you? What do you say?

4. Both times your student has come to see you, you have noticed a strange odor wafting through your office. This smell and the discolored arcs under her armpits suggest poor personal hygiene. How would you deal with this? Do you approach the problem directly? If so, how can you justify making such personal comments to someone you hardly know?

5. Your student seems nice, interested, and cooperative, but when she smiles you can see that her teeth have suffered from neglect. They are discolored and your student has bad breath. Is this your business? What do you say?

6. Your student uses poor grammar. Seldom have you heard so many double negatives and mismatched subjects and verbs in such a short amount of time. Is it sufficient for you to exemplify or model proper speech, or should you talk about it with her? What do you say?

7. Your student converses continuously in Black dialect. You point out that it is fine to do that in informal settings, but is not acceptable in the business world. She becomes defensive, says "Black is beautiful" and that she has no intention of changing her ways and, furthermore, if you were true to yourself, you wouldn't need to conform to other people's ways. What do you do?

8. You've been sitting with your student for half an hour and have yet to hear more than a monosyllabic utterance from her. She is painfully shy. You tell her to relax, and she says she wants to but just doesn't know how. How can you help her?

9. Your mentorship has had a tremendous influence on your student. Her enthusiasm is infectious and has brightened your day the four times you've seen her. She's intelligent and has good, but not great, grades and tremendous potential. On her fifth visit she bursts into tears. Her family just isn't making it financially and, as she is the oldest child, she has to quit school now and get a job. What do you say? What do you do?

10. Your student has crossed the boundary from congeniality to overfamiliarity. She calls you by your first name, asks you personal questions and treats you like a buddy. Is this a good idea? How do you handle it if you think it needs handling?

11. Your student's demeanor is loud and unintentionally rude. On the tour of your office, she made very inappropriate remarks to some of the people she met, e.g., "How do you rate an office with a window?" How do you tell her that her attempts at small talk and humor are unsuitable?

12. Your student's school counselor calls you to enlist your help. Your student has had a string of unexcused absences and tardies at school. Her grades are beginning to suffer. The counselor feels that, as the student likes you (she's always been on time for your appointments and speaks highly of you), you might have some influence. Should you get involved? To what extent?

13. Your student is a dedicated, born-again, fundamentalist Christian and wants the world to know it. Every time you've seen her she has worn a "I Love Jesus" button and she peppers her speech with "the Bible says," "if you have faith" and "it's a blessing." Do you see this as a problem? How do you talk about it with her?

14. Through subtle clues you detect that your student is becoming emotionally attached to you. She calls almost daily just to say "hi," sends you friendship cards, and occasionally brings you gifts. Your relationship is drawing to a close, but her need for contact with you shows no signs of letting up. Now what do you do?

15. In the first two meetings with your student, a comfortable rapport has developed. She comes to your third session looking distraught. She just found out that she is seven weeks pregnant. Her boyfriend dropped her when she told him and she is convinced that her overbearing father would throw her out of the house if he knew. There is no clergyperson in whom she has confidence, and she's afraid to tell the school counselor. You're the only adult she trusts. She needs your help. How will you give it to her?

16. Your student smokes and her clothes and breath smell like cigarettes. She hasn't lit up in your presence, but she sometimes exhales smoke as she walks into your office and digs in her purse as soon as she leaves. Is this something you should talk to her about? What do you say?

17. In your meetings with your student you have ascertained that, although she is very sincere, she is of low-average intelligence. She is smart enough to do many worthwhile jobs and also smart enough to know where the money is. She has decided, partially through your inspiration, that she wants to be either a nuclear physicist or a heart transplant surgeon. Do you counsel her toward more realistic goals? If so, how?

18. Your student is responsible and earns good grades. She works very hard at a part-time job and has saved some money toward college. She really needs a car in order to fulfill all her commitments, but needs an adult with a steady job to cosign a small loan. By process of elimination of family and acquaintances, you're it. What do you do or say when she tells you this? Do you sign? If not, how do you tell her?

19. You have enjoyed the time you've spent with your student. She has been attentive, asked good questions, and has good potential. At one of your last meetings, she tells you that she has decided to be a prostitute. Her aunt is one and makes good money. She also likes the flexible hours. She asks your opinion. You give it. What is it?

20. Your student has been an interested and cooperative participant in the program, but in her third or fourth session with you she expresses a genuine concern that women can't have it all. Her aunt has done very well as a lawyer but has had a rough time in her personal life. She is divorced and her two children spend long hours in day-care and with babysitters. She has little time for a social life. Your student wants a good job, but doesn't want it to take over her whole life. She asks you, "Can women really have it both ways?" Be honest. Can they?

21. Your student believes that women entering the trades and professions are taking jobs away from men who have families to support. She thinks it may be okay for women to work part-time after the kids are in school as long as she's home to kiss everyone good-bye in the morning and fix dinner at night. She sincerely believes this. What do you tell her?

22. Your student has a boyfriend and wants to bring him to your sessions. You tell her you'd like to meet him, but the sessions are just for the two of you. She agrees, but her boyfriend accompanies her to every session, waits in the outer office, and gives her a big kiss as she walks into and out of your office. Are you comfortable with this? What do you say or do about it?

23. Your student confides to you that she was picked up for shoplifting last week. It was her first offense so she was let go, but the incident is on her permanent record. She is afraid of two things: that she'll get the urge to shoplift again and that having a juvenile record will affect her ability to get a job. What do you tell her?

24. Your student displays some of the following kinds of body language in your sessions with her. What do you say, if anything, about her nonverbal behavior?

- Slouches in her chair with her legs apart and her arms draped over the armrest with her hands dangling.
- Won't look you in the eye. She looks everywhere but at you, even when she is talking to you.
- Snaps her gum while chewing it.
- Crosses her legs and arms, aims her body away from you, and leans away from you.
- Taps her fingers, plays with her hair, and clears her throat a lot.

25. You've noticed in your talks with your student that she is very boastful. She is self-confident to the point of conceit and frequently exaggerates when talking about herself. It becomes obvious that she hasn't traveled as much, accomplished as much or spent as much as she says; she probably really hasn't dated every member of Michael Jackson's entourage. You see this as a potential problem in an employment situation. How do you talk to her about it?

26. Your student seems to want to be in the program, but can't let down her "tough" facade. She talks rough and hides any warm, caring, or sympathetic feelings she might have. How do you break through and get her to relate to you person-to-person instead of rebellious adolescent to adult?

The above situations represent real-life problems that you may encounter if a student enters your life for even a short time. How these situations are discussed or resolved, or even if they are brought up at all, will depend a lot on the rapport between you and your student. The Ideabook sections on "Productive Conversations" (see pages 20-21) and "Body Language" (see pages 30-31) have some helpful hints. In addition, here are a few guidelines that would apply in almost all cases.

- Face the problem. Ignoring it won't make it go away. Inappropriate attitudes and behaviors in the work context will, if they continue, only increase your anxiety level and probably those of your co-workers too. If a problem is really a problem, it's best to deal with it early, before it gets bigger.

- Think beforehand about what you want to accomplish in dealing with a sensitive issue or situation. For example, do you want only to know whether or not the student is aware of a behavior and its effect? Or do you want to impart your viewpoint? Or do you want to change the student's behavior? Knowing your purpose helps keep things focused.

- Bring things up early in a visit; don't wait till the end of the visit, or for an "opportune time" to present itself. There's probably never a good time to bring up a hard topic, so it's best to get to it right away. You'll never regret at how much better you feel after you've discussed and resolved a difficult situation.

- Separate the behavior from the person. Speak objectively about the behavior and positively about the person. For example, "I like your energy, but when you do _____, it puts me in an awkward position."

- Don't overdo humor, teasing or jokes. Issues presented in a half-joking-but-serious manner will not always be grasped by a teenager. Also, adolescent egos can be unpredictable; what might have seemed funny one day may not be received in the same vein the next day. The best guideline is to stay serious but supportive, don't tease or joke, and save humor for lighter times.

- Discuss sensitive issues in a private place, if possible. Think twice about using your office, if you have a private one, because it may feel too formal and stiff if you and your student are not accustomed to meeting and talking there. Private space in the cafeteria, employee lounge or conference room might be better. You may even want to take a walk and talk out-of-doors.

- Consider relating something personal about yourself during the discussion with your student. For example, tell about a similar incident in your youth and how you handled it. This kind of self-disclosure and empathy makes you seem real and special to the student, not just another adult giving a lecture.

- Reinforce at a later time something positive about your student and emphasize that the issue was about behavior, not personality.

Body Language

Much of what we say to others and what others say to us is said without words. It is with this silent language that we often communicate our feelings. By interpreting the nonverbal "speech" of others, we can tell how they are reacting to what we do and say. The silent language, also called body language, consists of

- facial expressions
- eye contact
- gestures
- body movement and posture
- tone of voice
- use of personal and public space
- dress, appearance, and hygiene

You probably have become uncomfortable when a stranger stood too close to you at a bus stop or in line at a movie. You became uncomfortable because that person violated your sense of personal space. You know you can end a conversation by turning your back on someone or by breaking eye contact. This type of body language tells a person that you don't want to talk anymore.

Each culture gives different interpretations to the silent language. For instance, making strong eye contact in one culture may be perceived as friendly while in another it may be perceived as aggressive.

All of us know and respond to several silent languages. As a member of an ethnic group, you know the silent language of that group. You know also the body language of other groups to which you belong, such as professional colleagues or social acquaintances. Teenagers are also aware of the silent language of their peers and how it differs from that of the adults around them. For example, if young people shake hands firmly with adults, they will be received positively. On the other hand, if they were to shake hands with their peers in the hallway between classes or at a dance, they would probably be perceived as acting silly because they have their own ways of acknowledging each other.

Many times we have to adapt our behavior to the situation. What may be appropriate with friends or family won't be appropriate in the work setting. What is appropriate in the work setting won't always be appropriate with friends or family. Sometimes the differences are slight and don't mean anything; other times, they may cause significant misunderstandings.

In the work place adults have certain expectations of young workers. As a mentor you will need to be aware of how your body language affects your

student. Are you conveying expectations accurately? Are you giving clear or mixed messages? Furthermore, you will need to interpret your student's body language to find out how you are being received or how the student is feeling about her experience.

Following are some tips about body language that will help your student come across as an interested and willing worker. Look them over, share them with your student, and let her know what she says with her nonverbal speech.

- good posture (standing and sitting)
- nodding head to show attention
- leaning toward speaker
- enunciating clearly
- showing pleasant and sincere facial expressions
- maintaining eye contact
- being neatly groomed
- talking in an animated style, using small hand gestures and facial expressions
- having vocal variety (avoiding a monotone)
- appearing calm (not fidgeting)
- sitting close enough to show you are open and friendly, but not too close
- shaking hands firmly

All of us need to become more aware of the messages we give and receive through the use of body language. We will be better able to express what we want to say and understand what others are telling us.

Gathering Mentor Information

Description of Activity

This is an individual activity in which participants take time to fill out a general information form and the Mentor Worksheet sections in their Ideabooks. The worksheet information is the basis for career discussions between mentor and student protege, and for some of the activities in the Career Journal.

Outcome

The coordinator of the mentor project will have contact information for each of the mentors, for resource files and/or student placements. In addition, mentors will identify the information upon which career discussions with student proteges will be based.

Reading

"Talking About Your Work" and accompanying worksheet, Ideabook, pp. 13-20

Time

Allow ten minutes (This includes time for individual work as well as an explanation of how the mentor worksheet dovetails with the student's Career Journal.)

Materials

Mentor information sheets (or cards), mentor worksheet section from Ideabook

General Notes

Explain corresponding section in student's Career Journal: student proteges talk regularly with mentors about different aspects of work life (typical day, advancement, personal "fit", etc.) and make notes in their journals about mentors' explanations and their own feelings about the aspects of the job.

Remind participants to finish worksheets on their own if they didn't have enough time now.

Collect mentor information sheets (or cards) either at the end of this activity or at the end of the workshop.

Talking About Your Work

On the following pages is a worksheet for mentors. It will help you identify some specific topics about your work that you can talk about with your student. The sections of the worksheet correspond to similar sections in the Career Journal, where students are instructed to write down their notes and reactions to conversations about these topics. By the end of the mentorship, your student should have a sense of (1) what it is that you do, (2) what your working conditions are like, (3) the future outlook for your kind of work, (4) how to prepare for and advance in your kind of work, (5) how your work feels, and (6) how your work affects your personal life.

Use the worksheet by making notes about each item in the spaces provided. Try to review the worksheet before each visit from your student, for it will remind you where to steer conversations. Review it after each visit and check off the items you covered.

While there is no set sequence for covering these topics, they do seem to go together in pairs. "What You Do" and "What Your Work is Like" overlap some, and it is probably easiest to begin with these two topic areas. After that, you might go on to "The Future and Your Job" and "Job Entry and Preparation," which also complement each other, or you can discuss "How Your Work Feels" and "How Your Work Affects Your Personal Life," which both deal with integrating the personal and professional domains.

Conversations needn't be long or overly technical. For example, 15 minutes would be adequate time for any one section or topic (unless, of course, the student wants to continue). Try to strike a balance between giving information and asking the student what she thinks or how she would feel.

You may want your first conversation to be about the fact that you will be having regular talks during the mentorship. Clarify with your student that you expect her to participate too. You may want to schedule regular times to talk or let conversations occur spontaneously. If you favor spontaneity, you as the mentor should initiate the first few conversations and establish a pattern.

Finally, remember that it will take several conversations with your student to cover all the material on the worksheet. In fact, you might not even get to all of it in the time that you have with her. So don't worry about trying to cover every item. If you can give your student an opportunity to glimpse and reflect on even a portion of your work life, you will have planted a small but important seed. It may not bloom for several years but when it does, your student will remember you as someone who made a difference at the beginning of her career path.

What You Do

- [ ] General description of your job

- [ ] Major tasks, subtasks, specific responsibilities

- [ ] Equipment or tools you use

- [ ] What you produce (products, services)

- [ ] How your job fits into the total organization

- [ ] Relationship of your job to similar types of work

What Your Work is Like

☐ Working hours (per day, per week); salary range for this type of occupation; typical fringe benefits (health insurance, retirement, credit unions, etc.)

☐ Working environment (indoors or outdoors, travel, hazards, noise, lighting, special clothing)

☐ Unions or professional organizations involved in your work; any federal, state or local regulations that affect your work

☐ How you spend a typical day

☐ Personal qualities needed for this type of work

☐ History of this kind of work (if relevant)

The Future and Your Job

☐ General opportunities for advancement

☐ Equal advancement opportunities for women and men, regardless of race or ethnicity

☐ Employment projections for the next five to ten years

☐ Effects of technology on your specific job and on your occupation in general (e.g., computers, robotics, laser technology, chemical processing)

☐ Effects of economic conditions on your job (local, regional, national, global)

☐ Other jobs you could do with your skills

Job Entry and Preparation

☐ How you got started in your job

☐ Other jobs you have held, skills you developed from them, their relationship to your present job

☐ Skills you had to learn specifically for this job; how you acquired them

☐ Skills you developed from life's experiences in general

☐ Your recommendations to others for acquiring these skills; suggestions you would give someone applying for your job

How Your Work Feels

- [ ] What you like most (and least) about your job

- [ ] What you would change if you could

- [ ] Interpersonal skills you find most important in your work and why

- [ ] Attitudes and values that are important to you and how they are reflected in your work

- [ ] Obstacles or barriers you had to overcome to get where you are now

- [ ] Why you chose this type of work

- [ ] If you are dissatisfied with your work, what you would rather be doing

How Your Work Affects Your Personal Life

☐ Family time

☐ Leisure time

☐ General health/diet/exercise

☐ Stress factor: tension, fatigue, burn-out

☐ Stimulation factor: excitement, challenge, opportunity

☐ Where your present job fits into your life: lifetime career or stepping stone to something else

Housekeeping Details

Description of Activity

This is the time to explain details of the mentorships for which these women are being trained. The explanation should be done by the person who is most familiar with the specifics of the program. In some cases this person may be someone other then the person conducting the mentor training, such as a school counselor or the project coordinator. Now is also a good time to discuss general questions and concerns that participants might have about their mentor responsibilities.

Outcome

Participants will know what will be expected of them and what will be expected of student proteges during the mentorship time.

Reading

Mentor Ideabook; Career Journal

Time

Allow 15-20 minutes

Materials

No specific materials are required unless there are brochures or forms for a particular project.

General Notes

If you are sharing this time with another person such as a school representative or a project coordinator, be sure to meet beforehand and decide who will be responsible for covering which information.

Housekeeping Details

Preparation

- Have on hand any specific forms or information that you want to pass out.
- Rehearse this activity, especially if you have a co-presenter, to make sure that all details will be covered.

Procedures	Training Tips
1. Explain the following information:	
a. What school(s) and/or students are involved?	
b. What is the general time frame for visits?	Mentors should know approximate starting and ending dates for visits from students. It is a good idea to specify an ending date even though informally you may encourage the mentorship to continue if both parties want it.
c. Who has the responsibility for the first contact?	Since mentors are busy, you may want to have students make the first contact (usually a telephone call). However, since some students may feel anxious about calling, they may need coaching from their teacher or counselor. A check system may be used to ensure that the first contact is made in a timely fashion, e.g., students report to teacher or counselor; project coordinator checks with mentors). Once a student has at least left a name and phone number, the mentor can call back and schedule the first visit.
d. What future project activities are coming up? When?	In may cases a "kick-off" luncheon or "snacks and beverage" get-together is a good way for mentors and students to meet and for project activities to be explained.
e. What support activities should happen for mentors and students during the mentorship time?	If mentors are all from the same place of work, you may want to suggest they get together informally to share their mentorship experiences. These meetings can be a brown bag lunch so they do not disrupt work or a conversation during a work break.

Procedures	Training Tips
	If mentors are from different worksites, one of the agencies involved or the mentor project itself might host an informal gathering with wine and cheese after work so people can share mentorship experiences. Support activities for students best come in the school context, either a formal getting together, such as a class activity, or an informal session where all students meet at the counseling center.
2. Review sections of the Career Journal to explain how it fits with the Mentor Ideabook.	Pay particular attention to Section 2, "Questions for Your Mentor" in the Career Journal. This corresponds to the worksheets under "Talking About Your Work" in the Ideabook. During the mentorship, conversations will focus on different aspects of worklife such as work environment, preparation and advancement, or "fit" into personal life. Students should write notes and personal feelings in their journals; mentors should check off topics on their worksheets after they are discussed.
3. Have a general question and answer period.	If you do not have answers to specific questions, let the questioner know what you can do to find the answer.

Wrap-Up

Description of Activity

This is the time to review main points and immediate next steps, and to identify questions or problems that must be cleared up.

Outcome

Reaffirmation of the value of mentoring in the careerdevelopment of ethnic and minority young women; re-checking of next steps and activities.

Time

Allow 10 minutes

Materials

No specific materials are required

General Notes

Important! Give reminders about any information you need but don't have. Also remind mentors to finish mentor worksheet if they didn't complete it during the time allotted.

The wrap-up time can be shortened if other activities have run longer than expected. However, do try to include a formal wrap up, even if it is just a few minutes long. Even a one-minute restatement of the major purpose of the training will make a stronger impression in the minds of the participants than "We've run out of time so that's all."

Do try to end the training on time, especially if it is held during the day and participants are taking time from work to be there.

Appendixes

Training Behaviors That Support or Hinder Learning

The best training package in the world can be ruined if a trainer is not conscious of her or his own behaviors. One way to look at behaviors is to examine those that support learning--behaviors that increase another person's autonomy as a person by promoting a sense of equality--and those that limit learning--behaviors that diminish the other's autonomy by increasing a sense of subordination.

The following behaviors support learning:

- Active Listening. This is attentive listening, not just silent, passive listening. The listener checks, through paraphrasing, to insure that she or he has accurately received the information from the speaker.

- Perception Checking. You can demonstrate your wish to understand a participant's needs by checking your perception of her or his feelings. "You seem puzzled. Do you have any questions about this material?"

- Seeking Information. This is done by asking questions directly relevant to what participants have said, not by introducing new topics. "You mentioned that you have recently participated in a skills workshop. What topics were covered?"

- Offering Information. It is important to offer information relative to another person's concerns. It is equally important to allow that person to be free to use or not use the information. "You said that you were concerned that career development opportunities for women will undermine family life. It may be interesting to note that 44 percent of all married women are in the labor force and that 58 percent of all women in the labor force are married and living with their husbands (Department of Labor statistics, 1976). Many of these women have to work in order to aid in the support of their families."

- Sharing Your Viewpoint. It is important to be honest about your own viewpoints, values and biases.

- Describing Your Own Feelings. If a participant's question has you confused, let it be known. If a participant's behavior makes you feel "on the spot," describe the behavior, how it is affecting you, and what you are willing to do. "Asking me to give you legal advice makes me uncomfortable. I am not a lawyer, but I will be happy to refer you to the state Equal Educational Opportunity officer."

These behaviors tend to limit learning:

- Giving Advice. "What you should do is..."
- Interpreting Other's Motives. "You do that because..."
- Approval on Personal Grounds. "I like to work with a group with a strong commitment to equity." When you praise another for thinking, feeling or acting in ways that you want them to, you are asking them to conform to your standards.
- Disapproval on Personal Grounds. "I can't tolerate..."
- Emotional Obligations. This means control through arousing feelings of guilt or inferiority. "Only a sexist person would..."
- Denying Another's Feelings. "You can't mean that!"
- Commands, Orders. "You will now..."

By being conscious of your own behaviors you can be sure that nothing you are doing detracts from the learning experience of participants.

Dos and Don'ts of Training

The following list describes another set of behaviors that can either improve or detract from a workshop. We will run the risk of being prescriptive and share with you a list of Dos and Don'ts.

DO	DON'T
Relate the activity to purposes	Deceive participants
Give an overview of the session at the beginning	Renegotiate major elements of the design (a two-hour activity cannot be cut to one hour)
Wait until the group is quiet before giving instructions	Cut off the learning of participants (be flexible on timing of steps)
Check instructions for clarity	Argue with anyone
Keep everything simple	Be tentative
Model the values that you advocate	"Fake" anything
Reiterate purposes frequently	Make everything very heavy
Push "back home" application throughout	Lose sight of the purposes of an event
Check with groups about timing (are they drawing to a close?)	Shortcut the experiential learning cycle
Attempt to empathize with participants	Force particular learnings
	Interrupt excessively
	Conduct experiences that you don't like

Everyone of us has probably done some of the Don'ts and forgotten some of the Dos. You may find it helpful to return to this list after a training session to determine whether there are things in your presentation that you would change next time.

Managing Conflict

Although our training is not designed to promote conflict and is, in fact, designed to be of fairly low risk for participants, there is always the potential for conflict to occur in a learning situation that involves people examining their current practices against an advocated ideal. For example, a teacher may feel uncomfortable when examining her (his) own behavior--"Do I treat students equitably, or do I have expectations and behaviors favoring one sex over the other?'

For purposes of this discussion we will use the following definition of conflict: A person is involved in conflict when she or he sees something going on that is discrepant with what she or he thinks should be going on. For example, a parent might feel the sex equity inservice is costing the district money that could be better spent in some other way, such as in providing teachers with additional math skills. A teacher may hear you say that for years only a limited number of careers were open to women--nursing, social work, secretarial work and teaching--and feel what you have just said is derogatory to the teaching profession.

In both instances, you can expect to be brought into the conflict. The first indication may be challenging remarks. "How did you convince the school that this was so important?" "I choose to be a teacher; I wasn't forced into it because I couldn't do anything else." At this point you need to remember two things. First, most likely values are being challenged and not you personally. Secondly, you need to be clear on your own purposes. You are there to share information, help people become more aware of sex bias, and build skills in recognizing bias and dealing with students in a way which promotes equity. You are not there either to convince anyone, through a battle of wills, that your position is right or to mandate value changes.

Using skills mentioned in the section "Trainer Behaviors That Support or Hinder Learning" can help you further in managing the conflict. The following two examples show one way to handle these situations.

EXAMPLE #1

Parent:	"How did you convince the school that this was so important?"	
Trainer:	"Are you asking how we came to be offering this inservice to the teachers of this school?"	Active Listening Seeking Information
Parent:	"Yes, what did you tell them that made them want this sort of thing?"	
Trainer:	"What information did I personally give them about the sessions?"	Paraphrasing
Parent:	"Yes."	
Trainer:	"Well, I told them about the content and the reasons why other schools have found this to be valuable. Then the principal, staff and board met and determined that it would be a useful inservice."	Offering Information

If the parent continues to press, you can explain that you will be happy to discuss it further during the break. Right now, you are reticent to continue the discussion and take up time from others in the workshop. In the above example, you avoided being defensive and also avoided implying motive to the parent's question. He or she may simply have wanted to know how the training came about.

EXAMPLE #2

Teacher:	"I don't agree with you. I chose to be a teacher; I wasn't forced into it because I couldn't do anything else."	
Trainer:	"You are saying teaching is the prefession most worthwhile to you."	Paraphrasing
Teacher:	"Yes. Even though I am a woman, I never felt I had to be a teacher. I didn't feel that I had no choice"	
Trainer:	"I think I understand what you are saying: you chose to be a teacher because it is what you wanted to do. I did not mean to convey that you personally chose teaching by default; I merely wanted to point out that women traditionally have had few career options."	Active Listening Offering Information

In this instance the trainer does not have any information about how the teacher chose her career. However, the trainer does know that career choices have been limited for women. By using paraphrasing and active listening, the trainer allows the teacher to state her reasons for choosing a teaching career and clarities the intent of the message about limited career choices.

The following procedure has been useful to us in managing these types of conflict:

1. Paraphrase to be sure that you know what the person is really saying.

2. Share information on your intent and avoid implying motives to the other's behavior or comments.

3. Negotiate with the person a time and place to continue the discussion if it seems to be dragging and follow through with the meeting.